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AUTHOR Kaye, Bernard W.
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ABSTRACT

Minnesota and national employment statistics show that there is a significant imbalance between men and women in administrative positions. Causes of this condition are attributed to stereotyped role definitions learned by males and females very early in life, leading to lower job aspirations and the acquiring of minimal professional or vocational skills among females. Since only 2 percent of all the professors of educational administration are women, this might cause many to come to the conclusion that the "know-how" is with men and it is for men. Sexual stereotyping and the rigid role definition of both females and males is harmful to both sexes. Specific suggestions to help move women into educational administration are presented and some highlights of women attaining entrance into traditionally male-dominated fields are excerpted from the media. (Author/MLF)

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MOVING WOMEN INTO EDUCATIONAL ADMINISTRATION

A PRESENTATION

BY

BERNARD W. KAYE

AT THE

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

CONVENTION IN DALLAS, TEXAS

AT 10:00 A.M. ON SATURDAY, FEBRUARY 22, 1975

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AS WE BEGIN TO LOOK AT THE TOPIC FOR TODAY'S DISCUSSION "MOVING WOMEN INTO EDUCATIONAL ADMINISTRATION" A SOCIOLOGICAL STUDY OF THE PROBLEM MIGHT BE MOST APPROPRIATE. NOT BEING A SOCIOLOGIST BUT A PRACTICING SCHOOL ADMINISTRATOR, I WILL ATTEMPT TO COVER THE TOPIC BY DIVIDING IT INTO FIVE BASIC PARTS. THIS IS IN LINE WITH WHAT IS SAID TO BE THE PROPER FORMAT FOR MAKING PRESENTATIONS. FIRST, TELL THEM WHAT YOU ARE GOING TO SAY. SECOND, SAY IT AND THEN CLOSE BY TELLING THEM WHAT YOU SAID. THE FIVE SEGMENTS OF THIS PRESENTATION WILL BE AS FOLLOWS:

1. A DESCRIPTION OF THE CURRENT STATUS OF WOMEN IN EDUCATIONAL ADMINISTRATION.
2. AN ATTEMPT TO ANALYZE THE CAUSES OF THE CURRENT STATUS.
3. RATIONALE AS TO WHY CHANGE IS NECESSARY.
4. SPECIFIC SUGGESTIONS AS TO HOW THE GOAL OF MOVING WOMEN INTO EDUCATIONAL ADMINISTRATION CAN BE ACCOMPLISHED.
5. A RAY OF HOPE.

A REVIEW OF THE SITUATION RELATIVE TO WOMEN HOLDING PROMOTIONAL POSITIONS IN THE MINNEAPOLIS PUBLIC SCHOOLS INDICATES THAT

WITH EXCEPTION OF THE VERY RECENT PAST THERE ARE PROPORTIONATELY FEWER WOMEN HOLDING SUCH POSITIONS AS EACH YEAR HAS PASSED.

THE NATIONAL PICTURE IS COMPARABLE. A REVIEW OF THE LISTING OF CHIEF STATE AND TERRITORIAL SCHOOL OFFICERS THREE YEARS AGO SHOWED THAT THERE WAS ONLY ONE WOMAN CHIEF ADMINISTRATOR AMONG 56. A MINNESOTA SCHOOL ADMINISTRATOR, WHO IS PRESIDENT-ELECT OF THE NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS, RECENTLY COMMENTED THAT THE PATTERN OF CONTINUOUS DECREASE IN THE NUMBER OF WOMEN ELEMENTARY SCHOOL ADMINISTRATORS IS QUITE OBVIOUS. WHILE HE DID NOT QUOTE STATISTICS HE MENTIONED THAT IT IS VERY NOTICEABLE THAT EACH SUCCEEDING YEAR AT NATIONAL MEETINGS FEWER AND FEWER WOMEN ARE PRESENT. ALL TOO FREQUENTLY WOMEN ARE BEING REPLACED BY MEN AS THEY LEAVE SCHOOL ADMINISTRATOR POSITIONS. IN HIS DISCUSSION WITH THE WOMEN WHO ARE PRINCIPALS, HE CAME TO THE CONCLUSION THAT THERE IS A TENDENCY ON THE PART OF WOMEN TO VIEW THE PRINCIPALSHIP AS THE ULTIMATE CAREER POSITION. AS A RESULT,THEY MOST OFTEN DO NOT APPLY FOR FURTHER PROMOTIONAL POSITIONS AS OPPORTUNITIES OCCUR.

IN THE MINNESOTA STATE DEPARTMENT OF EDUCATION, OF 246 PERSONNEL LISTED IN ADMINISTRATIVE POSITIONS, THERE ARE 46 WOMEN. THE RATIO IS QUITE SIMILAR TO THAT OF WOMEN ADMINISTRATORS IN THE MINNEAPOLIS PUBLIC SCHOOLS -- 243 MEN TO 45 WOMEN. THE MINNESOTA ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS HAS ABOUT 880 MEMBERS; OF THAT NUMBER LESS THAN 25 ARE WOMEN. THE STATE ELEMENTARY PRINCIPAL ORGANIZATION HAS ABOUT 350 MEMBERS, LESS THAN 50 ARE WOMEN. ACCORDING TO A STATE DEPARTMENT REPRESENTATIVE, THERE IS ONLY ONE WOMEN SUPERINTENDENT OF PUBLIC GRADED ELEMENTARY AND SECONDARY SCHOOLS IN OUR STATE AT THE PRESENT TIME.

TRANSPARENCY #1 SHOWS THE DECLINE OF THE NUMBER OF WOMEN HOLDING ELEMENTARY PRINCIPALSHIPS FROM 1929 THROUGH 1973. THE DROP BEING FROM 55% IN 1928 TO 19.6% IN 1973. TRANSPARENCY #1 ALSO SHOWS A DISHEARTENING FIGURE, NOTING A DECLINE IN THE NUMBER OF WOMEN IN ASSISTANT ELEMENTARY PRINCIPALSHIPS FROM 38.4% IN 1969 TO 30.8% IN 1973.

TRANSPARENCY #2 SHOWS THE DECLINE IN WOMEN ADMINISTRATORS IN THREE CATEGORIES, SUPERINTENDENTS, PRINCIPALS AND ASSISTANT PRINCIPALS IN THE SCHOOL YEARS 1970-71 TO 1972-73. THE PERCENTAGE OF PRINCIPALS DECLINED FROM 15.3% TO 13.5%. THE PERCENTAGE OF WOMEN ASSISTANT PRINCIPALS DECLINED FROM 15% TO 12.5% IN THIS TWO YEAR PERIOD.

IT IS IMPORTANT TO LOOK AT SOME FIGURES IN THE OVERALL WORK FORCE. A RECENT STUDY REVEALED THAT WOMEN MAKE UP 40% OF THE GENERAL WORK FORCE BUT ONLY TEN PERCENT OF THE MANAGERS AND 10% OF PROFESSIONS SUCH AS LAW, MEDICINE, ENGINEERING, AND COLLEGE TEACHING.

TRANSPARENCY #2-A SHOWS THE VARIOUS OCCUPATION CLASSIFICATIONS AND PERCENTAGES OF MEN AND WOMEN IN EACH (FROM DEPT. OF LABOR). THE SIGNIFICANT DIFFERENCES ARE QUITE APPARENT IN THE CLERICAL, SERVICES, MANAGERS, CRAFTS AND MISCELLANEOUS OCCUPATIONS.

TRANSPARENCY 3 AND 4 PROVIDE THE ESTIMATED NUMBER AND PERCENT OF DISTRIBUTION OF FULL TIME PUBLIC SCHOOL PROFESSIONAL EMPLOYEES IN 1972-73 BY SEX. YOU WILL NOTE THAT OUT OF AN ESTIMATED 2,110,000 TEACHERS, 66.4% ARE WOMEN AND 33.6% ARE MEN. (ANALYZE PRINCIPALS, ASSISTANT PRINCIPALS, OTHER INSTRUCTIONAL STAFF, CENTRAL OFFICE ADMINISTRATORS AND TOTAL FULL TIME PROFESSIONAL EMPLOYEES.)

THIS THEN DENOTES WHAT CAN BEST BE DESCRIBED AS A BLEAK SITUATION IN TERMS OF WOMEN IN EDUCATIONAL ADMINISTRATIVE POSITIONS.

Analyses of the Causes of the Current Condition

WHAT WE ARE REALLY POSING HERE IS THE QUESTION-HOW AND WHY HAS THIS HAPPENED? A SIMPLE SOLUTION, BUT ONE TO WHICH I CANNOT SUBSCRIBE, IS PLACING THE BLAME SOLELY ON MALE EDUCATORS. NOR DO I SUBSCRIBE TO THE POSITION THAT WOMEN ARE TO BLAME FOR THIS SIGNIFICANT IMBALANCE WHICH EXISTS BETWEEN MALES AND FEMALES IN EDUCATIONAL ADMINISTRATIVE POSITIONS. WE WILL NOT BLAME THE VICTIMS. THE SOCIOLOGISTS AND PSYCHOLOGISTS MIGHT TELL US THAT THE PROBLEM STARTS WHEN THE CHILD IS FIRST BROUGHT HOME FROM THE HOSPITAL. THE GIRL FINDS DOLLS IN THE CRIB AS PLAYTHINGS WHICH SEEMS TO IMMEDIATELY SET THE LIFE GOAL--THAT OF BEING A MOTHER AND TAKING CARE OF CHILDREN. THE BOY ON THE OTHER HAND FINDS BOXING GLOVES AND BASEBALL GLOVES IN HIS CRIB SYMBOLICALLY RELAYING THE MESSAGE THAT HIS ROLE IN LIFE IS FIGHTING THE WORLD OR AT LEAST THAT HE MUST BE COMPETITIVE AND FIGHT TO WIN IN ORDER TO BE VIEWED AS SUCCESSFUL IN LIFE.

TRANSPARENCY 5 SHOWS THE RESULTS OF A 1973 NEA SURVEY WHERE CLASSROOM TEACHERS WERE ASKED WHETHER THEY PREFERRED TO TEACH UNDER THE SUPERVISION OF MEN OR WOMEN PRINCIPALS, 54.9% OF THE WOMEN PREFERRED A MALE PRINCIPAL, 1.6% PREFERRED A FEMALE PRINCIPAL AND 43% OF THE

WOMEN STATED THEY HAD NO PREFERENCE. MEN'S ANSWERS ARE NOTED ON THE TRANSPARENCY ARE AS FOLLOWS: 45.9% PREFERRED A MALE PRINCIPAL, 2.5% PREFERRED A FEMALE WHILE 51.6% EXPRESSED NO PREFERENCE. IT IS INTERESTING TO NOTE THAT MORE MALES THAN FEMALES HAD NO PREFERENCE WHILE 54.9% OF THE WOMEN ACTUALLY PREFERRED A MALE PRINCIPAL. IT IS NOT SURPRISING THAT WITH THIS KIND OF PREFERENCE ON THE PART OF THE MAJORITY OF PEOPLE WHO WILL SERVE UNDER THE PRINCIPAL, THE NUMBER OF FEMALE PRINCIPALS IS DECREASING. OBVIOUSLY ATTITUDES NEED TO BE MODIFIED.

IT IS VERY DIFFICULT TO CHANGE THE ATTITUDE THAT "MAN IS THE BREADWINNER AND WOMAN THE HOUSEKEEPER, WHO MIGHT TAKE A PART-TIME JOB OR LATER TAKE A POSITION WHICH SUPPLEMENTS THE MAN'S INCOME." SEX ROLES AND THE CURRICULUM REINFORCE THIS POSITION. SEX ROLES AS PORTRAYED IN MOVIES AND ON TV FURTHER REINFORCE THIS POSITION. THE CURRICULUM IN OUR SCHOOLS IS STRUCTURED SO THAT MALES AND FEMALES FULFILL THEIR "PROPER" ROLES IN SOCIETY.

WHAT IS OFTEN FORGOTTEN IS THAT NOT ALL WOMEN MARRY AND NOT ALL MARRIED WOMEN HAVE CHILDREN. YET, INDIVIDUAL CHOICES AND VARIATIONS ARE IGNORED AND ARE PREJUDICED BECAUSE OF A CLASS-STEREOTYPE. STEREOTYPES CAN ALSO BECOME SELF-FULFILLING PROPHECIES. MANY WOMEN THEMSELVES ACCEPT THE STEREOTYPES AS FACT AND WHAT BECOMES PERMANENTLY DAMAGING IS THAT POLICIES ARE THEN MADE TO CONFORM TO THE STEREOTYPES WHICH HAVE ARTIFICIALLY BEEN ESTABLISHED.

BEYOND THE ELEMENTARY AND SECONDARY SCHOOL CURRICULUM AND THE STEREOTYPES ATTACHED TO THEM, TOO MANY COLLEGE STUDENTS,

PARTICULARLY WOMEN, ARE ENROLLED IN LIBERAL ARTS CURRICULUM WHICH PREPARES THEM FOR NO SALEABLE SKILLS WHEN GRADUATING FROM COLLEGE.

TO REINFORCE THIS POINT, A FORMER FEMALE MINNEAPOLIS BOARD OF EDUCATION MEMBER, WHO HAS HAD MANY YEARS OF EXPERIENCE AS AN EMPLOYMENT COUNSELOR AND IS NOW ONE OF THE OWNERS OF A PRIVATE EMPLOYMENT BUREAU, STATED THAT MANY YOUNG WOMEN SEEKING EMPLOYMENT FIND THEMSELVES WITHOUT OR WITH ONLY MINIMAL PROFESSIONAL OR VOCATIONAL SKILLS. THE RESULT IS, THEY ARE UNABLE TO OBTAIN EMPLOYMENT THAT IS COMMENSURATE WITH THEIR LEVEL OF EDUCATION.

ONLY 20% OF ALL SCHOOL BOARD MEMBERS ARE WOMEN. THIS IN MY JUDGMENT MIGHT BE A CONTRIBUTORY FACTOR TO THE IMBALANCE WHICH EXISTS BETWEEN MALE AND FEMALE EDUCATIONAL ADMINISTRATORS. ANOTHER INTERESTING FACT, AND PROBABLY A PRIME ONE, IS THAT ONLY 2% OF ALL THE PROFESSORS OF EDUCATIONAL ADMINISTRATION ARE WOMEN. THIS MIGHT CAUSE MANY TO COME TO THE CONCLUSION THAT, THE "KNOW-HOW" IS <u>WITH</u> MEN AND IT IS <u>FOR</u> MEN.

TRANSPARENCY 6 SHOWS THE <u>DIVISION OF GRADUATE STUDENTS AND FACULTY BY SEX</u>. IN THESE SELECTED SCHOOLS, 100% OF THE FACULTY IS MALE WITH 29% OF THE STUDENTS BEING FEMALE. IT SHOULD BE NOTED THAT THERE IS NO INFORMATION HERE SPECIFYING THE PARTICULAR AREA OF GRADUATE STUDY BEING PURSUED. THIS MIGHT WELL INCLUDE AREAS OTHER THAN EDUCATIONAL ADMINISTRATION SUCH AS CURRICULUM AND SUPERVISION.

IT IS INTERESTING TO OBSERVE THAT THE PERCENTAGE OF WOMEN IN TEACHING HAS ALSO DIMINISHED FROM A HIGH OF 90% IN 1890 TO

APPROXIMATELY 66% IN 1972-73.

A FACTOR WHICH IS FREQUENTLY DISCUSSED IN ANY EXAMINATION OF THE NUMBER OF WOMEN ADMINISTRATORS COMPARED TO MEN, IS THE NUMBER OF WOMEN WHO APPLY. I WAS NOT ABLE TO OBTAIN ANY NATIONWIDE OR EVEN STATEWIDE FIGURES ON APPLICATIONS FILED BY WOMEN FOR VARIOUS ADMINISTRATIVE POSITIONS. I CAN, HOWEVER, REPORT WHAT HAPPENED IN MINNEAPOLIS IN 1970, WHICH IS FAIRLY TYPICAL OF PATTERNS ESTABLISHED OVER THE PAST SEVERAL YEARS. THERE WERE 72 APPLICATIONS FOR ASSISTANT PRINCIPALSHIPS. FIVE OUT OF THE 72 APPLICANTS WERE WOMEN. APPROXIMATELY 10 APPLICANTS WERE INTERVIEWED, THREE OF THOSE WERE WOMEN. TWO OUT OF THOSE THREE WOMEN ARE NOW IN ADMINISTRATIVE POSITIONS.

IN CHECKING WITH SEVERAL OTHER TWIN-CITY METROPOLITAN DISTRICTS WHERE THEY HAD ANNOUNCED ELEMENTARY PRINCIPALSHIP VACANCIES THE SITUATION WAS THE SAME BUT WITH AN EVEN GREATER IMBALANCE THAN THE ONE WHICH EXISTED IN MINNEAPOLIS. ON THE AVERAGE 60 APPLICATIONS WERE RECEIVED WITH ONE OR TWO OUT OF THE 60 BEING FROM FEMALE APPLICANTS. IN ONE OF THE DISTRICTS, THE FEMALE'S APPLICATION WAS CONTINGENT UPON HER HUSBAND BEING EMPLOYED IN THE SCHOOL DISTRICT.

AS STATED EARLIER IN THIS SECTION, ASSIGNING BLAME TO EITHER MEN OR WOMEN IS NEITHER MEANINGFUL NOR PRODUCTIVE. IN MY JUDGMENT THE PRESENT SITUATION RESULTS FROM A NUMBER OF COMPLEX FORCES

AND ELEMENTS. MY PURPOSE IN ATTEMPTING TO LOOK AT THE CAUSES OF THE IMBALANCE WHICH EXISTS, IS TO DEVELOP AN INCREASING UNDERSTANDING OF THESE FACTORS AND URGE THAT WE CONTINUE STUDYING AND DISCUSSING THE TOTAL PROBLEM. WE MUST IDENTIFY PROCEDURES AND TECHNIQUES WHICH CAN BRING ABOUT MEANINGFUL CHANGE AND ACHIEVE THE GOAL OF MOVING MORE WOMEN INTO EDUCATIONAL ADMINISTRATION.

WHY CHANGE IS NECESSARY

BOTH MEN AND WOMEN ARE RECOGNIZING THAT A CHANGE IN THE CURRENT BALANCE BETWEEN MALE AND FEMALE EDUCATIONAL ADMINISTRATORS IS NECESSARY. AS FAR BACK AS JUNE 1971, I, AS ASSOCIATE SUPERINTENDENT FOR PERSONNEL FOR THE MINNEAPOLIS PUBLIC SCHOOLS, SUBMITTED A REPORT TO THE BOARD OF EDUCATION ENTITLED WOMEN ADMINISTRATORS IN EDUCATION. MANY OF THE CONCERNS THAT ARE BEING EXPRESSED HERE TODAY WERE EXPRESSED AT THAT TIME.

THE FEMINIST MOVEMENT IS PART OF THE MAJOR SOCIAL ACTION WHICH IS TAKING PLACE IN TODAY'S SOCIETY. FEMINISM HAS BEEN DEFINED AS "THE ADVOCACY OF SUCH LEGAL AND SOCIAL CHANGES THAT WILL ESTABLISH POLITICAL, ECONOMIC, AND SOCIAL EQUALITY OF THE SEXES." FEMINISTS, BOTH MEN AND WOMEN, ARE DEVOTING THEMSELVES TO THE ERADICATION OF SEXISM. SEXISM HAS BEEN DEFINED AS "THOSE ATTITUDES AND ACTIONS THAT RELEGATE WOMEN TO SECONDARY AND INFERIOR STATUS AND PREVENT THEIR EQUAL PARTICIPATION IN ALL LEVELS OF OUR SOCIETY."

SEXUAL STEREOTYPING AND THE RIGID ROLE DEFINITION OF BOTH FEMALES AND MALES IS HARMFUL TO BOTH SEXES. OF PRIME CONCERN

TO FEMINISTS IS THE RELEASE OF INDIVIDUAL HUMAN POTENTIAL WITHOUT IMPOSING PRIOR RESTRICTIONS AND JUDGMENTS ABOUT THAT POTENTIAL AND HOW IT SHOULD BE EXPRESSED.

THE IMPORTANCE OF ROLE MODELS FOR ALL CHILDREN IS NOT A NEW IDEA IN EDUCATION. IT WAS BEHIND EARLIER EFFORTS TO "DEFEMINIZE" EDUCATION BY ENCOURAGING MEN TO UNDERTAKE SECONDARY, AND MORE RECENTLY, ELEMENTARY TEACHING. FULL EQUALITY FOR THE SEXES, PARTICULARLY IN EDUCATIONAL ADMINISTRATION, IS AN IDEA WHICH HAS BECOME OF AGE. THIS IDEA LIKE OTHERS ONLY BOUNCE AROUND AND DON'T WORK UNTIL YOU DO. IT IS TIME FOR ALL OF US TO START WORKING TO MAKE THIS IDEA WORK.

TRANSPARENCY 7 SHOWS A KEY REFERENCE IN THE FEMINIST MOVEMENT IN THE OCTOBER 1973 ISSUE OF THE PHI DELTA KAPPAN. IF YOU HAVE NOT HAD THE OPPORTUNITY TO REVIEW THIS ISSUE, I STRONGLY URGE YOU TO DO SO. THE TITLES OF THE ARTICLES ARE INDEED INTERESTING AND PROVOCATIVE.

TRANSPARENCY 8 IS A COPY OF THE TABLE OF CONTENTS OF THIS ISSUE OF THE PHI DELTA KAPPAN.

1. SEXISM AND THE ASPIRATION OF WOMEN
2. SEXISM IN THE ELEMENTARY SCHOOLS: A BACKWARD AND FORWARD LOOK
3. SEX STEREOTYPING IN THE SECONDARY SCHOOL CURRICULUM
4. SHE CAN PLAY AS GOOD AS ANY BOY
5. WOMEN IN EDUCATIONAL TESTING
6. WOMEN IN PUBLIC EDUCATION: SEXUAL DISCRIMINATION IN PROMOTIONS

7. Education Leadership: A Male Domain?
8. Legal Tools to Fight Sex Discrimination
9. Liberating Day Care: A Modest Proposal
10. Changing Sex Roles in the Labor Force (add quote from book "she suggests")

11. Educating the Majority: A Women Policy for the '70's
12. When I Grow Up I Want to be Androgynous
13. Sexism and the School Board
14. Confessions of a Superintendent's Wife

As the feminist movement continues to gather momentum and the emphasis to move women into administrative positions is translated into action, we should not lose sight of the fact that many women, as well as men, will choose to stay in teaching and non-administrative positions. These people are performing important roles and are deriving a great deal of satisfaction from doing so. They view these positions as their career goals and this should be respected. We should be careful not to put into practice the old saw--he or she was an excellent teacher but made a poor administrator. Our emphasis should be on working with those who have the desire and the potential of becoming successful administrators.

<u>Specific Suggestions as to How the Goal of Moving Women in Educational Administration Can Be Accomplished</u>

As has been pointed out earlier in this presentation more than 60% of most teaching staffs are composed of women. The potential

FOR DEVELOPING WOMEN ADMINISTRATORS EXISTS. THE TASK IS TO SEEK OUT THOSE TEACHERS, COORDINATORS, LEAD TEACHERS, COUNSELORS AND OTHER WHO HAVE POTENTIAL AND TO ENCOURAGE THEM TO PURSUE THIS GOAL.

TRANSPARENCY 9 IS A COPY OF THE COVER OF A POSITION PAPER PREPARED BY THE RECRUITMENT LEADERSHIP AND TRAINING INSTITUTE IN JULY OF 1974 ENTITLED "WOMEN IN ADMINISTRATIVE POSITIONS IN PUBLIC EDUCATION" OFFERS SUGGESTIONS AS TO WHAT SCHOOL DISTRICTS CAN DO TO HELP MOVE WOMEN INTO EDUCATIONAL ADMINISTRATION.

TRANSPARENCY #10 LISTS THESE SUGGESTIONS:

1. INSTITUTE AFFIRMATIVE ACTION PROGRAMS.
2. AGGRESSIVELY RECRUIT WOMEN CANDIDATES FOR ADMINISTRATIVE POSITIONS.
3. PUT MORE WOMEN ON SCREENING COMMITTEES.
4. ESTABLISH IN-SERVICE CAREER DEVELOPMENT WORKSHOPS FOR WOMEN TO EXPLORE CAREER OPTIONS, DISCUSS SEXISM AND ITS EFFECTS AND EXAMINE WAYS TO ENTER AND MAINTAIN LEADERSHIP POSTIONS.
5. DEVELOP PART-TIME OPPORTUNITIES FOR WOMEN TO REMAIN IN THE FIELD WHILE RAISING CHILDREN.
6. HOLD SESSIONS TO MAKE MEN AWARE OF ATTITUDES AND PRACTICES THAT PERPETUATE DISCRIMINATION.
7. PRESS UNIVERSITIES TO PROVIDE FEMALE CANDIDATES FOR ADMINISTRATIVE POSITIONS.
8. GATHER LOCAL, STATE, AND NATIONAL DATA ON POTENTIAL WOMEN ADMINISTRATORS.
9. DEVELOP PROJECTS WHICH ANALYZE AND ELIMINATE SEXISM IN EXISTING PROGRAMS.

WE, IN MINNEAPOLIS, EMBARKED ON A CAMPAIGN WHICH CONTAINED MANY OF THESE ELEMENTS: WE WIDELY PUBLICIZED OUR DESIRE TO MOVE WOMEN INTO ADMINISTRATIVE POSITIONS. WE WROTE TO PRINCIPALS, ASSISTANT PRINCIPALS AND OTHER ADMINISTRATORS INVITING THESE PEOPLE TO SUBMIT TO US NAMES OF WOMEN WHO MIGHT HAVE POTENTIAL FOR SUCCESS IN ADMINISTRATION. WE THEN CONTACTED THESE WOMEN AND INFORMED THEM THAT THEY HAD BEEN REFERRED TO US AS PEOPLE WHO HAD POTENTIAL AND INVITED THEM TO COME IN FOR CONFERENCES. AT THESE CONFERENCES WE REVIEWED THEIR CURRENT CAREER STATUS. WE ASSISTED THEM IN GETTING INTO GRADUATE PROGRAMS WHICH WOULD HELP THEM TO BECOME CERTIFIED IN THEIR AREAS OF CHOICE. WE ENCOURAGED THEM TO APPLY FOR ADMINISTRATIVE POSITIONS AND TOLD THEM WHEN SCREENING SESSIONS WOULD BE HELD. WE OFFERED TO FACILITATE SETTING UP CONFERENCES WITH ADMINISTRATORS IN AREAS WHERE THEY MIGHT HAVE AN INTEREST. THESE CONFERENCES WOULD PROVIDE AN OPPORTUNITY TO OBTAIN MORE INFORMATION ABOUT THE POSITION.

THE PROGRAM MET WITH CONSIDERABLE SUCCESS AND WE DID ENCOURAGE MANY WOMEN WHO, HAD WE NOT TAKEN THIS STEP, WOULD NEVER HAVE TAKEN THE NECESSARY ACTION IN THE DIRECTION OF PREPARING FOR AND ACTUALLY MOVING INTO ADMINISTRATIVE POSITIONS. THIS EFFORT SHOULD BE REPEATED PERIODICALLY TO CONTINUOUSLY REACH ADDITIONAL WOMEN.

WE HAVE TALKED ABOUT SOME THINGS THAT SHOULD BE DONE. I WOULD NOW LIKE TO NOTE SOME THINGS THAT SHOULD <u>NOT</u> BE DONE. THESE SUGGESTIONS STEM FROM MATERIAL IN THE "WOMEN IN ADMINISTRATIVE POSITIONS IN PUBLIC EDUCATION" POSITION PAPER.

TRANSPARENCY 11 LISTS THE PRACTICES WHICH SHOULD NOT BE FOLLOWED.

1. DO NOT POST JOBS JUST AS A FORMALITY WHEN THE PERSON HAS ALREADY BEEN SELECTED.
2. DO NOT REQUIRE CERTAIN TYPES OF QUALIFICATIONS THAT RULE OUT MOST WOMEN AND THAT ARE NOT JOB RELATED.
3. DO NOT HAVE ALL MALE SCREENING COMMITTEES INVOLVED IN SELECTION.
4. DO NOT REFER TO A SPECIFIC SEX IN THE LANGUAGE OF A POSITION DESCRIPTION.
5. DO NOT USE FORMS WHICH ASK FOR INFORMATION UNRELATED TO THE POSITION REQUIREMENTS.
6. DO NOT HAVE UNEQUAL DISTRIBUTION OF EXTRA-CURRICULAR ACTIVITIES. THERE SHOULD BE GREATER EFFORT TO PROVIDE EQUAL DISTRIBUTION OF DUTIES PROVIDING EXTRA RESPONSIBILITY. THESE ACTIVITIES SEEM TO SERVE AS THE PRIOR EXPERIENCE SOUGHT FOR IN CANDIDATES FOR ADMINISTRATIVE POSTS.
7. DO NOT HAVE SEX-BIASED LABELLING OF ~~P~~OSITIONS.
8. DO NOT, EITHER CONSCIOUSLY OR SUB-CONSCIOUSLY, REQUIRE WOMEN TO BE "OLDER" BEFORE THEY ARE CONSIDERED AS ADMINISTRATORS.
9. DO NOT LEAVE WOMEN ISOLATED AND UNSUPPORTED ONCE THEY HAVE BEEN APPOINTED.

IT IS IMPORTANT TO REMEMBER THAT EACH SCHOOL DISTRICT IS DIFFERENT. APPROACHES THAT WILL WORK WELL IN ONE AREA MAY NOT WORK AS WELL FOR ANOTHER.

THE REAL BASIS FOR ACHIEVING FULL REPRESENTATION FOR WOMEN IN ADMINISTRATION WILL NOT BE A RIGID ADHERANCE TO A PARTICULAR SET OF PROCEDURES. EACH SCHOOL DISTRICT WILL NEED TO FIND AND CREATE THE PROCEDURES THAT WILL WORK IN THAT PARTICULAR SCHOOL SYSTEM.

A RAY OF HOPE

THERE ARE A NUMBER OF THINGS ON THE HORIZON WHICH CONTRIBUTE TOWARD A FEELING OF OPTIMISM. WE ARE BEGINNING TO SEE WOMEN MOVING INTO EDUCATIONAL ADMINISTRATION. I WAS DELIGHTFULLY SURPRISED WHEN I ATTENDED A RECENT MEETING OF THE TWIN CITY AREA NEGOTIATIORS WHERE ABOUT 10 PEOPLE GATHERED TO DISCUSS NEGOTIATION STRATEGY FOR THE UPCOMING ROUND OF NEGOTIATIONS. FOR THE FIRST TIME TWO OF THE TEN NEGOTIATORS WERE WOMEN. ONE WAS APPOINTED AS THE PERSONNEL ADMINISTRATOR WHO WOULD ALSO HANDLE NEGOTIATING RESPONSIBILITIES AND THE OTHER WAS RECENTLY APPOINTED BY THE ST. PAUL PUBLIC SCHOOLS AS A FULL TIME NEGOTIATOR REPRESENTING THE SCHOOL BOARD.

I RECENTLY HAD THE OPPORTUNITY TO WALK THROUGH TWO VOCATIONAL TECHNICAL HIGH SCHOOLS. ONE, OUR OWN IN MINNEAPOLIS, WHERE A NUMBER OF GIRLS WERE IN PROGRAMS WHICH WERE PREVIOUSLY VIEWED AS BEING FOR BOYS ONLY. A SPECIFIC EXAMPLE WAS IN THE COURSE FOR FARRIERS AT THE ANOKA-HENNEPIN HIGH SCHOOL WHICH IS REALLY IN THE ART OF BECOMING A BLACKSMITH. BOTH MEN AND WOMEN WERE ENROLLED IN THE COURSE. HERE THE STUDENTS ARE TAUGHT THE SKILLS OF THE TRADE PLUS THE KNOW-HOW OF RUNNING THEIR OWN BUSINESS. WE IN MINNEAPOLIS, TWO YEARS AGO, APPOINTED A FEMALE SENIOR HIGH SCHOOL PRINCIPAL. THERE ARE MANY MORE WOMEN IN ASSISTANT PRINCIPALSHIPS READY TO BE CONSIDERED AS HIGHLY QUALIFIED CANDIDATES

FOR PRINCIPALSHIPS AS THESE POSITIONS OPEN. IN ADDITION, THERE ARE MANY MORE WOMEN INTERNS THAN WE HAVE EVER HAD BEFORE.

MORE WOMEN ARE IN HIGHER LEVELS OF DATA PROCESSING. THEY ARE MORE THAN JUST KEY PUNCH OPERATORS. THEY ARE NOW IN PROGRAMING AND SERVING AS SYSTEMS ANALYSTS.

TRANSPARENCY 12 SHOWS THE RESULTS OF A SURVEY OF WOMEN ENROLLED IN NON-TRADITIONAL MINNESOTA AVTI COURSES REPORTED IN THE OCTOBER '74 ISSUE OF UPDATE BY THE MINNESOTA STATE DEPARTMENT OF EDUCATION.

LAST SPRING I ENROLLED IN AN EVENING ADULT EDUCATION CLASS. THIS CLASS WAS ENTITLED AUTO PROBLEM DIAGNOSIS AND TROUBLE SHOOTING. IT WAS THE FOLLOW-UP COURSE OF AUTO-TUNEUP. ONCE AGAIN, I WAS SURPRISED WHEN SIX OUT OF THE SEVENTEEN PEOPLE WHO WERE REGISTERED FOR THE COURSE WERE WOMEN. WE WERE DIVIDED INTO TEAMS, AND AS WE WORKED IN THE COURSE I FOUND THAT THE WOMEN IN THE PROGRAM WERE VERY CAPABLE STUDENTS AND IT WAS A PLEASURE SHARING THIS LEARNING EXPERIENCE WITH THEM.

CHANGE OF POLICY RELATIVE TO MATERNITY LEAVES OF ABSENCE WILL BE EXTREMELY HELPFUL IN MOVING WOMEN INTO ADMINISTRATIVE POSITIONS. MOST POLICIES NOW PERMIT PROBATIONARY TEACHERS TO TAKE LEAVES RATHER THAN RESIGNING. THE START AND TERMINATION OF LEAVE DATES ARE SET AT THE CONVENIENCE OF THE TEACHER--NOT ARBITRARILY BY THE SCHOOL SYSTEM. THIS PERMITS CONTINUITY OF EXPERIENCE. THIS HAS BEEN A DISTINCT HANDICAP TO WOMEN IN THE PAST.

PERCEPTIONS OF THE ROLE OF MEN AND WOMEN AND FAMILY PATTERNS ARE CHANGING. FEWER WOMEN ARE STAYING HOME. SOME MEN ARE OPTING

FOR A SHARE OF CHILD RAISING RESPONSIBILITIES. IN MY JUDGMENT, THIS IS WHOLESOME FOR ALL INVOLVED; THE MOTHER, THE FATHER, AND THE CHILD.

MAJOR JOURNALS ARE FOCUSING ATTENTION ON THIS MOVEMENT. THE PERSONNEL JOURNAL OF DECEMBER 1974 HAD AN ARTICLE ENTITLED "HIRING MINORITIES AND WOMEN: THE SELECTION PROCESS." THE KIPLINGER LETTER OF DECEMBER 27, 1974 WHICH CARRIED THIS ITEM "WOMEN ARE NOW WELCOMED BY EMPLOYERS AS NEVER BEFORE AT ALL LEVELS, SPURRED ON BY THE GOVERNMENT ANTI-BIAS LAWS."

TRANSPARENCY 13 SHOWS THE FRONT COVER OF A BROCHURE DESCRIBING A SEMINAR RECENTLY RUN BY MANAGEMENT CENTER AT THE COLLEGE OF ST. THOMAS IN ST. PAUL, ENTITLED MANAGING MEN, MARRIAGE AND CAREER. THE BROCHURE DESCRIBING THE SEMINAR AND INVITING REGISTRATION WAS DISTRIBUTED WIDELY IN OUR FIVE STATE AREA.

TRANSPARENCY 14 NOTES THE WORKSHOP CONTENT WHICH HAS EXAMPLES OF THE TOPICS WHICH THEY WERE PLANNING TO INCLUDE: THE WORKING MOTHER, THE SINGLE WOMAN, THE ROLE OF A MANAGER'S HUSBAND, RELATING TO THE NON-WORKING WIFE, SEX AND THE OFFICE, HOUSEHOLD MANAGEMENT, CAREER PLANNING.

TRANSPARENCY 15 SHOWS A BROCHURE RECENTLY CIRCULATED BY THE AMERICAN MANAGEMENT ASSOCIATIONS, ADVERTISING THIS WORKSHOP, "MANAGEMENT SKILLS FOR NEW FIRST LINE WOMEN SUPERVISORS AND ADMINISTRATIVE ASSISTANTS." THESE WORKSHOPS ARE SCHEDULED FOR MARCH 10-12 IN CHICAGO AND SAN FRANCISCO.

THERE HAS BEEN CONSIDERABLE AWARENESS ON THE PART OF THE NEWS MEDIA, PARTICULARLY THE NEWSPAPERS, IN TERMS OF FEMINIST ITEMS AND

WHAT IS BEING DONE TO ERADICATE SEXISM.

ITEM--TWIN CITIES COURIER, JANUARY 10, 1975, HEADLINE--
FEMALE REFEREE CALLS THE SHOTS.

JEAN CERISIER, A FEMALE REFEREE, WAS CAUGHT BY THE CAMERA IN A PICTURE, WHICH APPEARED WITH THE STORY, SHORTLY AFTER MAKING A CALL IN A CENTRAL HIGH BOY'S BASKETBALL GAME.

ITEM--MINNEAPOLIS SPOKESMAN, JANUARY 9, 1975, HEADLINE--
MINNEAPOLIS WOMAN NAMED OUTSTANDING EDUCATOR.

MRS. MARY TERRELL CHARLES WAS RECENTLY SELECTED AS AN OUTSTANDING SECONDARY EDUCATOR OF AMERICA AND HER BIOGRAPHICAL ENTRY IS LISTED IN THE 1974 YEAR BOOK JUST OFF THE PRESS.

ITEM--CHRISTIAN SCIENCE MONITOR, MONDAY, DECEMBER 30, 1974 HEADLINE--A PRINCIPAL WHO IS PUPILS FRIEND: NEW APPROACH MAKES SCHOOL A PLACE CHILDREN WANT TO BE.

"EARLY LEARNING IS WHERE IT'S AT," AFFIRMS BETTY JO ZANDER IN A TONE THAT GIVES CREDENCE TO AN OFT QUESTIONED CONCEPT. ATTRACTIVE, ARTICULATE AND STRAIGHT TO THE POINT, THE ENERGETIC PRINCIPAL OF PRATT ELEMENTARY SCHOOL IS COMMITTED TO "QUALITY INDIVIDUALIZED EDUCATION." AND WHEN SHE SAYS "THE KIDS ARE HAPPY HERE," YOU KNOW SHE HAS DONE HER HOMEWORK.

ITEM--MINNEAPOLIS TRIBUNE, FEBRUARY 2, 1975, HEADLINE--WOMEN OPPOSE VETERAN'S PREFERENCE.

A RESOLUTION CALLING FOR THE ABOLITION OF PREFERENCE FOR VETERANS IN GOVERNMENT JOBS WAS PASSED BY THE MINNESOTA WOMEN'S POLITICAL CAUCUS AT ITS FOURTH ANNUAL

convention Saturday at Hamline University in St. Paul.

Item--Minneapolis Tribune, January 30, 1975, Headline--Feminist Poet Now Has a New Rhyme For Sexual Equality, Now Is The Time.

The rather lengthy article closes with the following paragraph. "The only two words in our language I consider obscenities are "tom-boy" and "sissy" because they imply that children can do something that goes against their sex. A person is born female or male and anything they want to do is acceptable."

Item--Washington Sun Times, January 24, 1975, Headline--Pope Greets Ugandan, His First Woman Envoy Vatican City.

Pope Paul VI has accepted the credentials of a Ugandan, Miss Olowo, as the first woman ambassador accredited to the Vatican.

Item--Minneapolis Star, January 23, 1975, Headline--Tandem Sleeping To Get Okay.

The federal government is about to reverse a long standing policy and allow couples to sleep together. The policy concerns long-haul trucking teams. Sleeping berths were installed in the days when both drivers were likely to be men. Today there are increasing number of husband and wife teams who also use the rigs as money saving lodging. In absence of objection from the public, the rule will become final in a couple of months.

Item--Minneapolis Star, January 23, 1975, Headline--Working Women Told They're Nuts If They Aren't Insured.

Old age, illness and death are facts of life and a woman

EVEN IF SHE IS YOUNG AND HEALTHY SHOULD MAKE PROVISIONS FOR THESE INEVITABILITIES--WITH A WILL, INSURANCE AND PLANNING FOR RETIREMENT.

"ANY PERSON WITH ANY FUNDS WHO DOESN'T HAVE A WILL SHOULD HAVE HER HEAD EXAMINED." DECLARED MADALYN MCWHENNEY, PRESIDENT DESIGNATE OF THE FIRST WOMEN'S BANK IN NEW YORK.

ITEM--MINNEAPOLIS STAR, JANUARY 23, 1975, HEADLINE--GOP WOMEN HAVE A DAY OF WINE AND POSES.

FOUR MALES CAME STRUTTING THEIR STUFF AT A MALE LINGERIE SHOW YESTERDAY AND THE FOUR HUNDRED PLUS FEMALES INVITED BY THE COMMENTATOR TO FEEL THE FABRIC AND PINCH THE PRODUCT, DID JUST THAT.

OTHER WOMEN AT THE SECOND ANNUAL LINGERIE SHOW SPONSORED BY THE GOP WOMEN FOR POLITICAL EFFECTIVENESS WERE EQUALLY UNRESTRAINED--AIDED BY THE FACT THAT THE SHOW STARTED LATE AND THEY HAD PLENTY OF TIME TO CONSUME ALL THE WINE THEY COULD DRINK.

PROFITS WILL BE USED TO SUPPORT FEMINIST POLITICAL CANDIDATES.

ON JANUARY 6, 1975, THERE WAS A FEATURE STORY BY GUEST COLUMNIST ANN LEWIS ENTITLED THE BILLIE JEAN PHILOSOPHY OF WOMEN'S PAY. THE ARTICLE POINTS OUT THAT BILLIE JEAN KING BELIEVES IN EQUAL PAY FOR EQUAL WORK. MS. LEWIS POINTS OUT THAT YOU HAVE TO BE MAKING A GOOD SALARY OR THE MEN IN YOUR OFFICE WON'T TAKE YOU SERIOUSLY.

IN THE DECEMBER 26, 1974 ISSUE OF THE MINNEAPOLIS TRIBUNE THE FEATURE EDITORIAL WAS HEADLINED SEX STEREOTYPES GOING--NOT GONE.

THE EDITORIAL STARTS WITH-

"THERE ARE MANY WAYS OF IMPRESSING STEREOTYPES ON THE YOUNG. IN SCHOOLS, THERE ARE TEXT BOOKS THAT SHOW GIRLS AS PASSIVE SPECTATORS WHILE BOYS HAVE ACTIVE ADVENTURES. THEY SHOW WOMEN AS MOTHERS WHO STAY HOME WHILE DAD IS OUT IN HIS INTERESTING JOB. THERE ARE MANY COUNSELORS WHO ASSUME THAT GIRLS WILL GROW UP TO BE WIVES OR MOTHERS--OR MAY BE NURSES OR TEACHERS--WHILE BOYS WILL NEED COURSES PREPARING THEMSELVES FOR LAW, MEDICINE, OR A SKILLED TRADE."

CONTINUING WITH THE EDITORIAL.

"DURING THE YEAR NOW ENDING, THERE WAS CONSIDERABLE PROGRESS IN RECOGNIZING THESE STEREOTYPES AND THE WAYS THEY ARE REINFORCED AND PASSED ON. THE MINNEAPOLIS PUBLIC SCHOOLS, FOR EXAMPLE, NOW HAS A TEAM WORKING WITH AID OF A FEDERAL GRANT DEVELOPING NON-SEXIST CURRICULAR AND TEACHING MATERIALS FOR ELEMENTARY AND SECONDARY SCHOOLS. THE MINNESOTA BOARD OF EDUCATION HAS DECIDED THAT ITS GUIDELINES FOR INTER-CULTURAL EDUCATION CALL FOR NON-SEXIST CURRICULAR."

"SUCH EFFORTS ARE ONLY A STEP TOWARD THE ELIMINATION OF SEXISM FROM THE SCHOOLS. SUCH STEREOTYPES ARE GOING--AND A LOT OF THAT LEAVE-TAKING OCCURRED DURING THE LAST YEAR. BUT THEY ARE NOT GONE. AND THEY WON'T BE UNTIL THE EFFORTS OF 1974 ARE REPEATED--AND REDOUBLED--FOR SEVERAL YEARS TO COME."

WE IN MINNEAPOLIS AND NATIONWIDE HAVE MADE SOME PROGRESS TOWARD MOVING WOMEN INTO EDUATIONAL ADMINISTRATION. I HAVE PROVIDED STATISTICS WHICH BEAR OUT THE FACT THAT THERE IS A SIGNIFICANT IMBALANCE

BETWEEN MEN AND WOMEN IN ADMINISTRATIVE POSITIONS. I HAVE ATTEMPTED TO PROVIDE THE REASONS WHY THESE IMBALANCES HAVE OCCURRED. I HAVE SUGGESTED TECHNIQUES AND PROCEDURES DESIGNED TO CORRECT THE IMBALANCE. YES, WE HAVE MADE SOME PROGRESS IN MOVING WOMEN INTO EDUCATIONAL ADMINISTRATION AND INSURING EQUALITY OF OPPORTUNITY FOR ALL BUT THE PROGRESS WON'T BE ENOUGH UNTIL WHAT HAS HAPPENED IS REPEATED--AND REDOUBLED--FOR MANY YEARS TO COME.